

Achievement Standard

Subject Reference English 1.10

Title Form personal responses to independently read texts, supported by evidence

Level 1 **Credits** 4 **Assessment** Internal

Subfield English

Domain English Written Language

Status Registered **Status date** 17 December 2010

Planned review date 31 December 2014 **Date version published** 17 December 2010

This achievement standard involves forming personal responses to independently read texts, supported by evidence.

Achievement Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<ul style="list-style-type: none"> Form personal responses to independently read texts, supported by evidence. 	<ul style="list-style-type: none"> Form convincing personal responses to independently read texts, supported by evidence. 	<ul style="list-style-type: none"> Form perceptive personal responses to independently read texts, supported by evidence.

Explanatory Notes

- This achievement standard is derived from the Level 6 Making Meaning strand [listening, reading, viewing] and the Creating Meaning strand [speaking, writing, viewing] and related achievement objectives in the English learning area of *The New Zealand Curriculum*, Learning Media, Ministry of Education, 2007, and is related to the material in the *Teaching and Learning Guide for English*, Ministry of Education, 2011. Texts chosen should be at Curriculum Level 6 and/or have characteristics that enable students to meet the expected level of response.
- Form personal responses* involves demonstrating personal understandings of, engagement with, and/or viewpoints on texts. This may also include responding to links between:
 - text and self (eg personal contexts and prior knowledge)
 - text and world (eg connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).

- 3 *Form convincing personal responses* involves demonstrating personal understandings of, engagement with, and/or viewpoints on texts which are generally meaningful. This may also include responding to links between:
- text and self (eg personal contexts and prior knowledge)
 - text and world (eg connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).
- 4 *Form perceptive personal responses* involves demonstrating personal understandings of, engagement with, and/or viewpoints on texts which show some insight in thought or reflection. This may also include responding to links between:
- text and self (eg personal contexts and prior knowledge)
 - text and world (eg connections with knowledge, experience, ideas and imagination from social, cultural, literary, political or historical contexts).
- 5 At least six texts must be included. At least four written texts must be included, two of which must be extended texts. The remaining two texts can be visual, oral or written.
- 6 All written texts must be selected and read independently by the student and must not have been previously studied.
- 7 Personal responses can be presented in written and/or oral forms.
- 8 *Evidence* includes reference to specific and relevant details.
- 9 Conditions of Assessment related to this achievement standard can be found at www.tki.org.nz/e/community/ncea/conditions-assessment.php.
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Replacement Information

This achievement standard replaced unit standard 8808, unit standard 8809, unit standard 8810, and unit standard 8814.

Quality Assurance

- 1 Providers and Industry Training Organisations must be accredited by NZQA before they can register credits from assessment against achievement standards.
- 2 Accredited providers and Industry Training Organisations assessing against achievement standards must engage with the moderation system that applies to those achievement standards.

Accreditation and Moderation Action Plan (AMAP) reference

0233